



AN ANALYSIS OF THE IMPACTS OF E- LEARNING IN HIGHER EDUCATION

Lata Raj

Research Scholar,
Faculty of Management studies,
JRN Rajasthan Vidhyapeeth and
Guest Faculty, UCCMS,
Mohan Lal Sukhadia University

Palak Vashistha

Guest Faculty, UCCMS,
Mohan Lal Sukhadia University

ABSTRACT

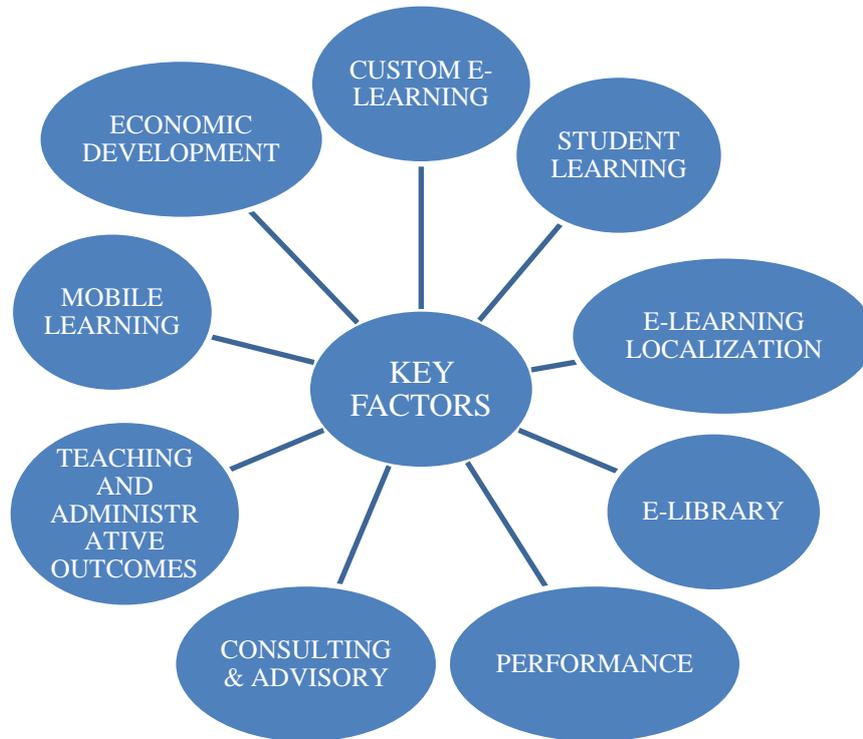
In Present Era Internet spread its wings in all area of Human Life. It becomes necessity of every personnel in all over the world. In same manner Internet helps or plays a vital role to promote Higher Education by E-Learning process. E-Learning consist many features to the Young Generation, Students, Professionals, Internees, etc. by providing E-Lectures, E - Notes, E - Class, and E - Presentations etc. E-Learning makes our life so fast, easy, and interesting towards self-development for Higher Education. By the use of E-Learning a student can prepare for future jobs, improve their achievements, promote learning strategies and to develop their independence and responsibility for success and growth. Sowe are going to discuss in this research paper, the positive impact of E -Learning on Higher Education for future development.

Key Words: -Impact of E-Learning, Higher Education, Future Achievements & Developments and Promote Learning Strategies.

Introduction: -E-Learning is the use of Internet technologies to enunciate the knowledge and performance. E-learning technologies offer learners control over content, learning sequence, pace of learning, time, and often media, allowing them to enhance their experiences to meet their personal learning objectives and achievements. E-Learning is the use of technology to enable people to learn anytime and anywhere. E-Learning can include training, the delivery

of just-in-time information and guidance from experts. In this way E-Learning consist many features to acknowledge ourselves for Higher Education. In present scenario it becomes a giant as online service provider for our future generation for their better growth and development. E-Learning provides many facilities like E-Lectures, E-Notes, E-Class, E-Presentations etc.. So that a person can get his/her lectures, notes, presentation easily without wasting a single minute. Conclusively we can say that E-Learning plays a vital role to encourage Higher Education for future development and achievements.

Overview of E-Learning:



So from above Key Factors it has been proved that development and growth of Higher Education becomes more effective in present digitalization era. In this, student learning for E-Learning is most important factor. It includes engagement, motivation and attendance for greater integrity in Higher Education. More the students learn more they gain their knowledge. They get many benefits, advance technologies for their further studies also. Each and every person can get individual development and growth. E-Learning needs, create strategy, identify solutions, create storyboards, develop content with the help of subject-matter experts and develop the e-learning courses. They can check their performance by evaluation process.

In same way teachers and faculties can get outcomes and feedback from students or from other resources. Whether they performing their task well or not for E-Learning process in Higher Education. This is totally student centered. E-Learning process not only emphasizes the student group for their growth and development but also for whole economic development also. So we can say that E-Learning plays a major/vital role for our Nation as a whole.

Review of Literature:

(Patricia Gurin, 2002)In the current context of legal challenges to affirmative action and race-based considerations in college admissions, educators have been challenged to articulate clearly the educational purposes and benefits of diversity. In this article, Patricia Gurin, Eric Dey, Sylvia Hurtado, and Gerald Gurin explore the relationship between students' experiences with diverse peers in the college or university setting and their educational outcomes. Rooted in theories of cognitive development and social psychology, the authors present a framework for understanding how diversity introduces the relational discontinuities critical to identity construction and its subsequent role in fostering cognitive growth..

(Laurillard, 2004)This chapter examines the nature of change in Higher Education with respect to the introduction and growth of e-learning. While the ostensible aim is to use e-learning to improve the quality of the learning experience for students, the drivers of change are numerous, and learning quality ranks poorly in relation to most of them. Those of us working to improve student learning, and seeking to exploit e-learning to do so, have to ride each new wave of technological innovation in an attempt to divert it from its more natural course of techno-hype, and drive it towards the quality agenda. We have to build the means for e-learning to evolve and mature as part of the educational change process, so that it achieves its promise of an improved system of higher education.

(Benfield, 2005)This paper reviews the student experience of e-learning in higher education in order to identify areas worthy of future investigation. This review highlights some common themes in the student's e-learning experience and recommends implications for practice arising from these, particularly the emotionality of the student experience and a concern about time and time management. E-learning developments based on changes to traditional pedagogy evoke the most inconsistencies in student perceptions and it is here that individual differences emerge as possible success factors. The review concludes that future

research should investigate how students understanding of the teaching and learning process impacts on their study strategies and perceptions of online learning.

(Guri-Rosenblit, 2006)The new information and communication technologies affect currently most spheres of life, including higher education environments. Their effects are most likely to grow in the future. However, many predictions in the last few years as to the sweeping impact of the new technologies on restructuring the learning/teaching practices at universities and their high-profit prospects have not been materialized ; and several large ventures of e-learning undertaken by the corporate world, new for-profit organizations and some leading universities failed to yield the expected results. This article examines eight inherent paradoxes in the implementation of the new technologies in various higher education settings worldwide.

(Awadh A.Y. Al-Qahtani, 2012) The study investigates the effect of e-learning, blended learning and classroom learning on students' achievement. Two experimental groups together with a control group from Umm Al-Qura University in Saudi Arabia were identified randomly. To assess students' achievement in the different groups, pre- and post-achievement tests were used. The results of the study ($N=148$) show that there was a statistically significant difference between the three methods in terms of students' achievement favouring the blended learning method ($n=55$) with a substantial effect size of 1.34 (Hedges' g). No significant difference was found between the e-learning ($n=43$) and traditional learning groups ($n=50$) in terms of students' achievement and with a negligible effect size of 0.02.

Objectives of the study:

- To know the awareness level of peoples for E-Learning process in Higher Education.
- To analyze the positive impact of E-Learning in Higher Education.

Hypothesis of the study:

- H_{01} : There is a significant relation between awareness of Education level and Technology in Higher Education.
- H_{02} : The demographic variables positively influence the development of Higher Education through E-Learning process.

Research Methodology:

Sources of Data

Study is undertaken in Metro Cities, Districts and Villages. The Primary Data was collected from their High Schools, Colleges and Professional Institutions respectively.

Sample Size

The samples of 100 respondents have been collect for the research from all Academic areas.

Statistical tools used

Simple percentage, Mean, Standard Deviation, One Way Annova, Chi-square test and Regression Analysis has been used to analyze and interpret the data.

Method of Data Collection

Structured Questionnaire was prepared through the researcher with use for collect data from the respondents by Mail and Personal Meeting.

Analysis and Interpretations:

Table: 1. Age wise distribution of the respondents

Items	Frequency	Percentage
Below 18	17	17
19-25	23	23
26-30	22	22
31-35	13	13
36-40	14	14
Above 41	11	11
Total	100	100

Source: Primary Data

It is inferred from the above table majority 23% of respondents were into the age group of 19-25 year. Followed by 22% of respondents were into the age group of 26-30 year. 13% of respondents were into the age group of 31-35 years, 17% of were in the age of below 18 years. And 14% of respondents are in the age group of 36-40 years. 11% respondents were in age of above 41 years. So, an inference could be drawn as majority respondents were developed enough and they perform reasonably in Higher Education through E-Learning.

Table: 2. Educational level wise distribution of the respondents

Items	Frequency	Percentage
High school	9	9
Entire Institution	30	30
College	40	40
Professional	21	21
Total	100	100

Source: Primary Data

The above table show to out of the total respondent in use from the study 40% of the respondent are Colleges, 30% of respondents are Entire Institution, 21% of the respondents Professional and 9% of respondents are High School. It can conclude that majority of the respondents preferring Colleges. Rest of the respondent increase their knowledge through E-Learning in Higher Education.

Table: 3. Area wise distribution of the respondents

Items	Frequency	Percentage
Metro cities	48	48
Villages	20	20
District	32	32
Total	100	100

Source: Primary Data

Study disclose that, among the total respondent 48% are belongs to Metro Cities, 32% are from District and 20% are belongs to Villages. Surveys exposed to the majority of the respondent are from Metro Cities.

Table: 4. Technology wise distribution of the respondents

Items	Frequency	Percentage
E-Notes	18	18
Seminars and workshops	12	12
Videoconferencing	15	15
E-Presentation	35	35
E-Lecture	20	20
Total	100	100

Source: Primary Data

It is inferred from the above table technology exhibit to out of the table respondent, 35% of respondent interested in E-Presentation, 20% are interested in E-Lecture, 18% are interested in E-Notes, 15% are interested in Videoconferencing and last 12% are interested in Seminars

and Workshops. So it can conclude that majority of the respondent take keen interest in E-Presentation.

Table: 5. Gender wise distribution of the respondents

Items	Frequency	Percentage
Male	54	54
Female	46	46
Total	100	100

Source: Primary Data

The above table shows out of the total respondent take from the 55% of the respondent are Male and 45% of the respondents are Female. It can conclude that there is minimum difference between Male and Female respondents.

Table: 6. Income wise distribution of the respondents

Items	Frequency	Percentage
Up to Rs. 1000	10	10
1001-5000	25	25
5001-10000	30	30
10001-15000	20	20
Above - 15001	15	15
Total	100	100

Source: Primary Data

The above table revealed to 30% was earning monthly income between Rs. 5001-10000, 25% was earning monthly income between Rs. 1001-5000, 20% was earning monthly income between Rs. 10001-15000, 15% was earning monthly income above Rs. 15001 and 10% was earning less than Rs. 1000 and majority of respondents 5001-10000.

Table:7. Chi Squares Test for demographics variables and awareness level with regard to E-learning in Higher Education

Variables	Values	Sign.
Age and Awareness level with regard E-learning in Higher Education	52.067	.392
Educational and Awareness level with regard E-learning in Higher Education	47.069	.0235*
Area and Awareness level with regard E-learning in Higher Education	29.9415	.071
Technology and Awareness level with regard E-learning in Higher Education	74.879	0.01**
Gender and Awareness level with regard E-learning in Higher Education	10.893	.367
Income and Awareness level with regard E-learning in Higher Education	38.9265	.517

Notes: *denotes sign at 5% level

**denotes sign at 1% level

Inference

The P values less than 0.05. The null hypothesis rejected. Hence conclude that there is a significant relation between Education level and Technology with regard to awareness level of E-Learning process in Higher Education.

Multiple Regression Analysis of positive impact of E-Learning process in Higher Education with regards to demographic factors.

H02: The demographic variables positively influencethe development of Higher Education through E-Learning process.

To know about the impact of the demographic factors influencethe development of Higher Education through E-Learning process, multiple regressions using the following model is run.

Table – 8: Model summaries

R	R square	Adjusted R square	F value	P value
.610	.533	.511	35.349	.001**

Notes: **denotes significance at 1% level

The multi correlation coefficient is .610 measures the degree of relation between the actual values and the predicted values of the development of Higher Education through E-Learning process.

Table – 9: Significance of variables in Regression Model

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	34.714	6.461		5.370	.001**
Age	.363	.674	.062	.537	.024*
Educational level	.547	.844	.777	.654	.035*
Area	.320	1.035	.132	.272	.046
Technology	.479	.729	.112	.934	.039*
Gender	.191	2.176	.017	.087	.001**
Income	.038	1.091	.117	.955	.041*

Notes: *denotes sign at 5% level

**denotes sign at 1% level

It has been found that Educational level ($\beta = .777$, $t = .654$, $p = .035$) have the highest influence or significant impact on the development of Higher Education through E-Learning process. Whereas Area ($\beta = .132$, $t = .272$, $p = .046$), Income ($\beta = .117$, $t = .955$, $p = .041$), Technology ($\beta = .112$, $t = .934$, $p = .039$), Age ($\beta = .062$, $t = .537$, $p = .024$) and Gender ($\beta = .017$, $t = .087$, $p = .001$) have a lower impact on the development of Higher Education through E-Learning process.

Then the fitted regression model is:

The development of Higher Education through E-Learning process (Y) = 34.714 + .363(Age) + .547(Educational level) + .320(Area) + .479(Technology) + .191(Gender) + .038(Income).

The Model reveals that the development of Higher Education through E-Learning process is highly influenced by Educational level (.548) than other variables.

Conclusion

The research study shows the positive impact of E-Learning in Higher Education. In other ways we can say that through E-Learning process our new generation taking so much interest in this and adopt this process for their further growth and development. E-Learning spread its wings in several type of education. In present scenario each and every person wants to

upgrade himself/herself by adopting advance technologies and E-Learning plays a vital role to enunciate Higher Education. So the Government and Telecommunication companies must provide better quality of interest in cheapest rate for our developing nation in Education field. In this way students can gain their knowledge in following manner:

- To prepare students for future jobs.
- To improve students achievements and performance.
- To promote active learning strategies.
- To individualize student learning experiences.
- To encourage more co-operative and project-based learning.
- To develop student independence and responsibility for own learning.
- To work with zeal and enthusiasm.

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